

**Ministry of Higher Education and  
Scientific Research  
Scientific supervision and  
evaluation device  
Department of Quality Assurance  
and Academic Accreditation  
Accreditation Department**



## **Academic program description guide**

**2024**

:introduction the

An educational program is a coordinated and organized package of ...courses that includes

It consists of procedures and experiences organized into academic vocabulary, the main purpose of which is to build and refine skills

makes them qualified to meet the requirements of Graduates, which the labor market, are reviewed and evaluated annually via

Internal or external audit procedures and programs such as the external .examiner program

The academic program description provides a brief summary of the main features of the program and its courses

The skills that students are working on acquiring are based on the objectives of the academic program and are evident

The importance of this description is that it represents the cornerstone of obtaining programmatic accreditation and participation

In writing the teaching staff under the supervision of the scientific .committees in the scientific departments

This guide, in its second edition, includes a description of the academic program after updating vocabulary and paragraphs

The previous guide in light of the latest developments in the educational system in Iraq, which included a description

The academic program is in its traditional form (annual, quarterly), in addition to adopting the program description

The academic circulated according to the letter of the Department of regarding 2023/٣/on ٥2906/Studies T.M. ٣

.Programs that rely on the Bologna Process as a basis for their work

In this area, we can only emphasize the importance of writing descriptions of academic programs and courses

:Concepts and terminology

The description of the academic : Description of the academic program program provides a brief summary of its vision, mission, and objectives, including an accurate description of the targeted learning outcomes .according to specific learning strategies

Provides a necessary summary of the most : Course Description important characteristics of the course and the learning outcomes expected of the student to achieve, demonstrating whether he or she has made the most of the available learning opportunities. It is a .gallows, according to the program description

An ambitious picture for the future of the academic : Program Vision program to be a developed, inspiring, motivating, realistic and applicable .program

The goals and activities necessary to achieve them in : Program mission s development paths'a brief way. It also defines the program

These are statements that describe what the : Program objectives academic program intends to achieve within a specific period of time .and are measurable and observable

All courses/study subjects included in the academic : Program structure program according to the approved learning system (semester, annual, Bologna track), whether you are required (ministry, university, college, .or scientific department), along with the number of study units

A consistent set of knowledge, skills, and values : Learning outcomes that the student has acquired after successfully completing the each course must be academic program. The learning outcomes for .s objectives'determined in a way that achieves the program

They are the strategies used by the : Teaching and learning strategies s teaching and learning, and 'faculty member to develop the student they are plans that are followed to reach the learning goals. That is, it describes all classroom and extracurricular activities to achieve the .learning outcomes of the programme

## Academic program description form

University name: Diyala University

College/Institute: College of Physical Education and Sports Sciences

Individual Games Branch :Scientific Department

Name of the academic or professional program: Bachelor of Physical  
.....Education and Sports Sciences

s in Physical Education and Sports 'Name of final degree: Bachelor  
.. .....Sciences

School system. annual

2024/25/2 :Description preparation date

2024/25/2 :Date of filling out the file

: Signature Signature

Name of Scientific Bayati-Firdous Majeed Al head name : Mr. Dr  
Assistant: Prof. Dr. Muhammad Walid Shehab

:Date: Date

Check the file here before

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University  
Performance Division: Prof. Dr. Hanan Adnan Abaoub

the date

the signature

Authentication of the Dean

### The vision of the program 1-

Remember to see the program as stated in the university bulletin and . website

Diyala University seeks scientific leadership, excellence and creativity in and scientific research to serve the the fields of higher education community and enhance its local, regional and international standing to .reach the highest levels of quality and international accreditation

### Program message -2

s bulletin and 'State the program's mission as stated in the university . website

Providing effective academic university education through continuous development of academic programs in many specializations in light of the labor market and the requirements of development plans to serve .sustainable development contribute to promoting

### Program objectives -3

General statements that describe what the program or institution intends .to achieve

- a) Building a distinguished educational institution within international standards that meets the requirements of the local, regional and international community in accordance with the directions of the .Ministry of Higher Education and Scientific Research
- b) Creating a stimulating environment for teaching, learning and creativity by developing and updating scientific curricula and training and evaluation methods to keep pace with the requirements of the labor .market
- c) Keeping pace with technological development in the fields of blended3 3learning and developing educational and academic programs to –e adapt university students and teaching staff

Program accreditation -4

Does the program have program accreditation? From which side? both

Other external influences -5

Is there a sponsor for the program? both

Program structure -6

*comments	percentage	Study unit	Number of courses	Program structure
Basic		2	1	Enterprise requirements
				College requirements
				Department requirements
				summer training
				Other

We can include notes on whether the course is core or elective \*

Program description -7

Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	Fitness		2023- 2024
√	√			

Expected learning outcomes of the program - 8

Knowledge

Statement of learning outcomes \	Learning outcomes \
<b>s'Highlighting the student personality in a way that develops him</b>	<b>students to obtain the Enabling -A \ knowledge required to understand mathematical theories and laws students to know the Helping relationship of the program and its academic elements (courses or subjects) with the awarded certificate and future job qualifications</b>

-Increasing the student's self-confidence Highlighting the hidden talents of the student	know the to Helping students -2A teaching and learning methods that help them achieve the targeted learning outcomes in the theoretical section
teamwork 'Highlighting students -	be able to That the student -A <sup>γ</sup> perform and practically apply all individual and group games
<b>Skills</b>	
<sup>γ</sup> Statement of learning outcomes	<sup>γ</sup> Learning outcomes
Developing students in the skillful performance of the practical games included in the program	Helping students apply the theoretical and practical subjects they have learned inside and outside the university setting
Statement of learning outcomes <sup>γ</sup>	Learning outcomes <sup>γ</sup>
<b>Increasing communication between individuals, which contributes to building a learning community</b>	ideas Helping students apply their and talents inside and outside the . university setting
<b>Value</b>	
Statement of learning outcomes <sup>ξ</sup>	Learning outcomes <sup>ξ</sup>
<b>Learn to set the right priorities for any problem</b>	and Developing cooperation brotherhood and developing the spirit of determination among students
Statement of learning outcomes <sup>ο</sup>	Learning outcomes <sup>ο</sup>
<b>Developing respect for time and time in completing and implementing work. Developing the spirit of fair competition among work groups in pursuit of quality work, excellence and .diversity in performance</b>	Leadership -self evaluation. Appreciating the efforts -evaluation. of scientists

Teaching and learning strategies -9
Teaching and learning strategies and methods adopted in implementing the program in general
. Cooperative education strategy •

- .Learning strategy improvisation games •
- .Teaching strategy brainstorming •
- .Panorama education strategy •
- .Education strategy collaborative concept planning •
- .Education strategy one minute paper •
- time feedback-Education strategy real •
- .Education strategy notes series •
- Education strategy mind mapping •
- Modeling learning strategy : It is known as social learning, in which the individual acquires and learns responses as well as new behavioral patterns in a social context or situation through observation or attention. In general, it is an illustrative method of education in which experiences are employed as well as methods and models •

## Evaluation methods -10

### .Implementing it in all stages of the program in general

Daily tests -Electronic tests -Oral tests - Written tests -

**quality evaluation -The college has relied on clear, high methods and tools for student learning in order to maintain the quality of the graduate and the academic reputation of s regulations 'the college. This is embodied in the university and the requirements for continuous evaluation of students, provided that there are several types of evaluation methods quality of the graduate, in order to ensure the quality The which constitutes the final outcome of the educational :process, and the most important methods of evaluation are Objective tests to measure knowledge of facts, -A comprehend them, apply scientific knowledge in new :measure remembering, through the following situations, and**



- True and false questions ·
- Multiple choice questions ·
- matching items). ) Interview questions ·
- Completion questions ·
- : Practical tests concern the following matters-  
sports (basketball, The ability to perform motor and skill  
· (...volleyball, handball
- Sports understanding of scientific and practical material, ·
- playing laws and principles
- The ability to recall, link and interpret ·
- Apply knowledge in a simple way in interpreting data ·
- Diagnosis and problem solving ·
- : It is done through the following
- Connection test / open questions
- Questions that have a specific answer -
- Which is based on motivating the student with questions -
- that do not have a specific answer
- Possessing the skill in organization -
- Possessing the skill in arranging ideas -
- Avoid fraud and confront it -

Teaching profession -11					
· Faculty members					
Preparing the teaching staff		requirements/ skills ( if any)	Specialization		Scientific rank
lecturer	angel		private	general	
	√		fitness A	Physical education and sports sciences	M.D

Professional development
Orienting new faculty members
time, and -Briefly classifies the process used to orient new, visiting, full .time faculty at the institution and department levels-part
teaching profession Professional development for members of the
Briefly describe the academic and professional development plan and arrangements for faculty members such as teaching and learning strategies, assessment of learning outcomes , professional development, .etc

Acceptance criterion - 12
Establishing regulations related to enrollment in the college or institute, whether central admission or others mentioned
The average of students in the sixth year (preparatory, vocational), - .through which admission to the university level takes place Acceptance by the Olympic Committee (only for champion - (athletes 'Raising the College of Physical Education and Sciences - acceptance rate equivalent to the acceptance rate of the Colleges of .Engineering and Sciences

The most important sources of information about the -13 program
Remember briefly The curriculum approved by the Ministry of Higher Education . and Scientific Research and its guidelines Decisions and recommendations of scientific committees in • physical education and sports sciences .Courses in teaching methods • .Description of courses • .Courses in civil society organizations • .Conferences, seminars, workshops and panel discussions • .Relevant state institutions • Graduates Unit •

- .Internet searches for similar experiences •
- .Personal experiences •

Scientific sources approved within the academic -  
 curriculum for the stage in which the education takes place  
 The curriculum approved by the Ministry is unified for all -  
 .colleges of physical education in Iraq  
 taught by a specialist The rules of the Olympic Games are -  
 .teacher  
 Equipping colleges with practical laboratories, halls, and -  
 . playgrounds for the subjects taught

#### Program development plan -14

The program works to develop the student's academic personality in a  
 -manner commensurate with the ambitions of the modern state.  
 Highlighting the strengths of students in a way that allows them to  
 s 'Extracting the student -form a leadership personality in the future.  
 hidden talents to develop his field of work and raise the level of  
 .education  
 Modern scientific sources and the latest scientific research are periodically -  
 The - . reviewed through which the prescribed curriculum is developed  
 . theoretical and practical material is combined to develop the curriculum

Program skills chart															
Learning outcomes required from the programme															
Value				Skills				Knowledge				Essen tial or optio nal	Course Name	C ou r s e C o d e	Year/l evel
C 4	C 3	C ۲	C 1	4B	3B	B ۲	B 1	A 4	A 3	۲ a	A 1				2023- 2024
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Fitness		

Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

### Course description form

<ul style="list-style-type: none"> <li>the Physical fitness :Name of the course</li> </ul>
<ul style="list-style-type: none"> <li>Course Code</li> </ul>
<ul style="list-style-type: none"> <li>Annual :Semester/ Year</li> </ul>
<ul style="list-style-type: none"> <li>The date this description was prepared is 2/25/2024</li> </ul>
<ul style="list-style-type: none"> <li>hours : Available forms of attendance per week and daily attendance</li> </ul>
<ul style="list-style-type: none"> <li>Number of study hours (total) / Number units hours / of units (total)</li> </ul>
<ul style="list-style-type: none"> <li>Name of the course administrator (if more than one name is mentioned)</li> </ul>
<ul style="list-style-type: none"> <li><b>-1 - Prof. Doha Abdel Jabbar, Head of the Scientific Group</b></li> <li>2 -M.M. Maryam Baqi Jassim</li> <li>3 - M.M. Sarah Akram Hamid</li> <li>4- M.M. Fadwa Muhammad Mohsen</li> </ul>
<ul style="list-style-type: none"> <li>Course objectives</li> </ul>

<ul style="list-style-type: none"> <li>● the most important Helping students to know - abilities, how to develop physical traits and s 'them, and their importance for the athlete to ensure that private health or public health, and .students obtain the targeted learning outcomes</li> <li>● physical fitness Recognizing the importance of for individual and team games</li> <li>● its impact on developing physical Identify capabilities in various fields of life</li> </ul>	<p>Objectives of the study subject</p>
<ul style="list-style-type: none"> <li>● Teaching and learning strategies</li> </ul>	
<p>1- Activating the role of the learner in educational situations</p> <p>٢ - Motivating learners to generate - creative ideas on a specific topic, by searching for correct answers, or possible solutions to the issues presented to them</p> <p>3-That students become accustomed - to respecting and appreciating the opinions of others</p> <p>4-That students become accustomed - to benefiting from From the ideas of by developing and building on 'others them</p>	<p>strategy</p>

( Physical Fitness ) Course Structure 10.1					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Written oral - exams	Research learning style	Introduction to fitness	Cognitive :field Understanding the components of muscular fitness Knowing the factors affecting physical fitness characteristics Distinguishing between the two components of physical fitness Understanding the importance of elements	hours 2	the first
Written and oral exams	Initiative style	The relationship of physical fitness to different fields		hours 2	the second
Written and oral exams	-----	Types of fitness		hours 2	the third
Written -oral - practical tests	Collaborative style	Components of physical fitness according to the Eastern School		hours 2	the fourth
----- --	-----	Muscular strength and its types		hours 2	Fifth
Written -oral - practical tests	Diction / Problem Solving	Speed and its types		hours 2	VI
Written -oral - practical tests	Diction / Problem Solving	Flexibility definition is important		hours 2	Seventh

Written and oral .exams	Diction / Problem Solving	Flexibility training methods	and components of physical fitness Getting to know food Food component s Fitness exercises for women  An effective way to review course . content An • effective way to determine appropriate evaluation . methods Allows • teachers to evaluate the effectiveness of their teaching: Have the	hours 2	VIII
----- ---	Diction / Problem Solving	Fitness, its types and importance		hours 2	Ninth
Written and oral .exams	Use power point	Fitness training methods		hours 2	The tenth
Written and oral .exams	Use power point	Important types of table tennis		hours 2	eleventh
Written -oral - practical tests	Diction / Problem Solving	Table exercises		hours 2	twelveth
Written -oral - practical tests	Inverted row	Classification of tables according to time period		hours 2	Thirteenth
Written and oral .exams	Collaborative style	Knock		hours 2	fourteenth
-----	-----	I test my vision in the classroom and in my work		hours 2	Fifteenth
Written oral - - exams	Research learning style	Balance		hours 2	sixteen
Written and oral .exams	Initiative style	Fitness exercises for women		hours 2	seventeenth
Written and oral .exams	Inverted row	Nutrition and its role in maintaining physical fitness	hours 2	eighteen	

Written -oral - practical tests	Collaborat ive style	Proteins in athlete nutrition	intended outcomes been ?achieved It • facilitates the process of transition from teaching to learning, that is, focusing on the learner rather than the teacher, that is, what the learner is expected to be able to do and not what the teacher can . do Students • know clearly what they are expected to learn from this course and how their learning will be . assessed It gives • students the opportunity	hours 2	nineteent h
Written and oral .exams	-----	Fats in athletes' food		hours 2	twenty
----- --	Diction / Problem Solving	Proper nutrition goals for athletes		hours 2	twenty one
Written -oral - practical tests	Diction / Problem Solving	Nutrition and athletes		hours 2	twenty two
Written and oral .exams	Diction / Problem Solving	Nutrition and exercise: two sides of the same coin		hours 2	-Twenty three
Tests	Diction / Problem Solving	Fitness training for the early and late evening hours		hours 2	-Twenty four
Oral .exams	Use power point	Food before exercise		hours 2	twenty five
Oral .exams	Use power point	Healthy food and increased training quality		hours 2	twenty six
Oral - exams	Diction / Problem Solving	Exercise for the menstrual -:cycle		hours 2	twenty seven
-----	Inverted row	The physical fitness exam is		hours 2	-Twenty eight



		practical and visual	to take greater		
-----	-----	Discuss student reports and review the material	responsibility in self-learning process when they know what they are expected to be able to do and the level they are expected to reach	hours 2	-Twenty nine
-----	-----	Comprehensive physical fitness test		hours 2	thirty

<b>Course evaluation -11</b>	
the according to the tasks assigned to Distribution of the score out of 100 student, such as daily preparation, daily, oral, monthly, written exams, reports, etc and the final exam is 25 course is the second 25 The first course is	
<b>Resources for learning and teaching -12</b>	
<b>There is no approved textbook</b>	<b>Required textbooks (methodology, if any)</b>
Mr. Abdel Maqsoud: Theories of sports training (training and physiology of strength) Ghurairi, -Laith Ibrahim Jassim Al -sports training, basics of methodology Diyala -College of Education Sports University Abdel Moneim Abdel Fattah and Abdel Latif Al Lami Fitness Mahmeidat Rashid, physical fitness, its importance, its components and its training	<b>Main references (sources)</b>

<p>Hammadi Fitness and Ibrahim Mufti Ala-Al Abu Fitness is the path to a healthy life, Elaine Wadih Farag</p>	<p>Recommended supporting books and references (scientific ( ... journals, reports</p>
<p><a href="https://www.sport.ta4a.u">https://www.sport.ta4a.u</a></p>	<p>Electronic references, Internet sites</p>